

**Educational goals are established with each student's teacher to assure that his/her skills are increased to meet the curriculum expectations of the local district/PSA. We use educational materials and instructional practices consistent with the textbooks and content of the classroom.**

- c. Describe logistics of providing service to eligible students.

**Each of our sites is well located, close to the borders of numerous school districts and high schools. For example, our Oak Park location on Coolidge Highway is less than one mile between Oak Park High School and Berkley High School. In addition, we are near major expressway routes and highways. For this reason, we are accessible and provide services to students from diverse locations as far away as Belleville, Clinton Valley, Detroit, Milford, Grosse Isle, Grosse Pointe, Lapeer, Livonia, Rochester, Roseville, Union Lake, Walled Lake, and Waterford, to name only a few.**

- d. Indicate who will provide the instruction, their qualifications, and the ongoing support they will receive.

**All of the teachers at the Learning Disabilities Clinic have a minimum education level of a Master's Degree with additional training, endorsements, and/or State of Michigan certification. They may be currently employed or retired as professional teachers in Michigan schools. Some of our teachers are content specific, such as Social Studies or Foreign Language. All of them are sensitive to specific needs and individualized instruction.**

**We are treatment providers for Children's Hospital of Detroit Rehabilitation Department and Beaumont Hospital Speech & Language Department and enjoy consultation privileges for support when needed. We also receive support from our esteemed Board of Advisors that includes some of the most respected leaders of our community in the areas of education, medicine, psychology, and business. (List attached) We also provide staff development training from professionals known for their expertise.**

- e. Provide evidence of the program's effectiveness in increasing student achievement.

**The best evidence of the program's effectiveness in increasing student achievement can be found in 35 years of being in business. In the for-profit education industry, as in any other industry, if the company doesn't deliver, it is out of business. Our excellent reputation for achieving consistently successful results has earned the Learning Disabilities Clinic the respect of many corporations, the State of Michigan, unions, school districts, doctors, health insurance companies, medical case managers, and the courts, all of whom regularly refer clients to the clinic.**

**An individual evaluation of entering skills is administered to establish a baseline for reading and/or mathematics. An evaluation of skills is administered at the termination of the program to account for improvements gained.**

4. Describe evaluation, monitoring for effectiveness and communication process.

**Report cards, informal testing, and standardized testing demonstrate the effectiveness of the program. Conferences with the parents and the school are a part of the communication process.**

**The Learning Disabilities Clinic provides a report for the parents and the school concerning the students' entering skills/deficits. The report reflects gains made during the program as measured by objective testing and teacher observation. Both written and oral communication with the parents and the school is ongoing and in regular time intervals to discuss the students' needs and progress.**

a. Describe how the program will be monitored for effectiveness.

**The program will be monitored for effectiveness by student enthusiasm and consistent attendance, parent interest and involvement, and positive feedback from the school.**

b. Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.

**Improved report cards, test scores, meap results, and other standardized tests used in the schools will measure the progress of students receiving supplemental education services. As indicated, we will also provide exit testing, that may include the Roswall-Chall Diagnostic Reading Test and the Slosson Oral Reading Test for mastery of decoding skills; the Kaufman Test of Educational Achievement and the Peabody Individual Achievement Test for measuring reading comprehension; and the Key Math Diagnostic Test, and the Stern Refresher Math Inventory for assessing math skills.**

c. Describe how the district, parents, and teacher(s) will be notified of the student's progress (in their native language, if necessary).

**The district, parents, and teacher(s) will be notified of the student's progress by reports provided by the Learning Disabilities Clinic and/or report forms provided by the School District/PSA, informal conferences, and iep participation when appropriate. Inasmuch as we provide foreign language instruction and engage teachers of diverse cultural and ethnic backgrounds, communicating in languages other than English will represent no difficulty.**